



## Brunson Elementary

PO Box 130  
Brunson, SC 29911

<b>Grades</b>	K-6 Elementary School	
<b>Enrollment</b>	145 Students	
<b>Principal</b>	Mary Hutto	803-632-2531
<b>Superintendent</b>	Dr. Douglas E. McTeer, Jr.	803-943-4576
<b>Board Chair</b>	Mr. Eugene Jenkins, Jr.	803-943-0547

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Good</b>	<b>Below Average</b>
2007	Good	Good
2006	Average	Average
2005	Average	Good
2004	Average	Good

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

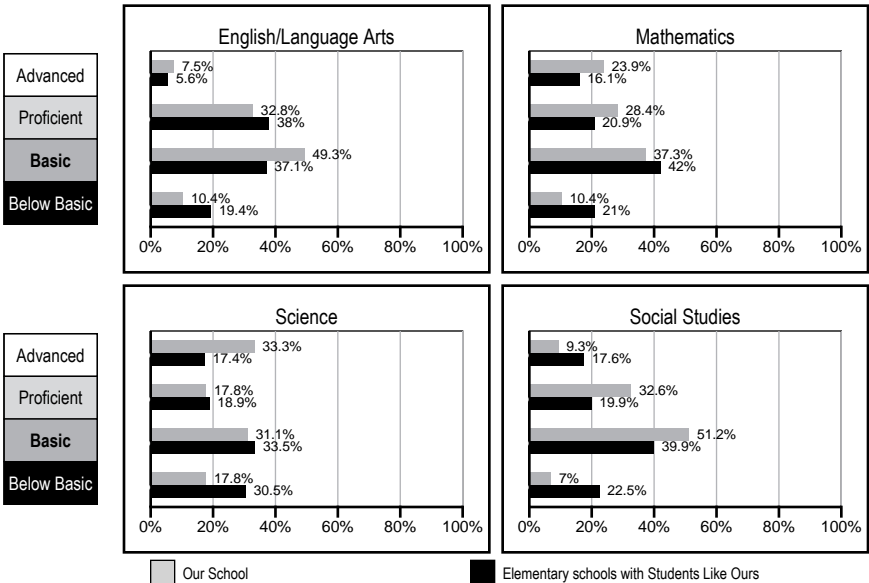
93%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	8	69	15	1

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=145)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.8%	Up from 4.0%	2.4%	2.3%
Attendance rate	95.4%	Down from 95.5%	96.3%	96.3%
Eligible for gifted and talented	0.0%	Down from 6.8%	10.8%	10.4%
With disabilities other than speech	4.8%	Down from 7.1%	8.7%	7.5%
Older than usual for grade	5.1%	Up from 1.7%	0.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=10)</b>				
Teachers with advanced degrees	80.0%	Up from 66.7%	57.7%	56.7%
Continuing contract teachers	100.0%	Up from 83.3%	80.5%	77.3%
Teachers with emergency or provisional certificates	0.0%	Down from 8.3%	0.0%	0.0%
Teachers returning from previous year	96.7%	No Change	87.8%	86.4%
Teacher attendance rate	96.5%	Down from 96.9%	95.0%	94.9%
Average teacher salary	\$48,966	Up 4.5%	\$45,465	\$45,345
Professional development days/teacher	9.5 days	Down from 10.1 days	12.6 days	12.6 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	17.0 to 1	Up from 15.0 to 1	18.5 to 1	18.5 to 1
Prime instructional time	90.1%	Down from 90.5%	89.8%	89.8%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.7%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$8,464	Up 10.5%	\$6,887	\$7,052
Percent of expenditures for instruction*	63.6%	Down from 64.8%	68.9%	69.1%
Percent of expenditures for teacher salaries*	60.4%	Down from 60.5%	64.9%	64.2%

\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Brunson began this year with the highest average PACT scores in the history of the school district. For the fourth straight year, Brunson has won a Palmetto Gold/Silver Award for increases in PACT scores. On the school report card issued by the State Department of Education, Brunson earned the rating of "Good."

There are several initiatives at Brunson we could point to as being partially responsible for our success. These include confident and experienced staff of teachers; strong parental support; adherence to state standards and the District Curriculum; a stringent two week review in preparation for the PACT; and an unparalleled Fine Arts Program. We had no change in staff from last year; our parents' participation has increased

Our Fine Arts programming includes three musical theatre productions and one Shakespearean production; five steel drum concerts; two concerts and a nursing home Christmas tour by our chorus; a school concert and a competitive appearance at Myrtle Beach by our Dance students. Every year, our teachers do a more extensive job of infusing Fine Arts into the classroom. Our students come to school. They want to be here. Attendance is, of course a key element in meeting AYP. BES always meets AYP. We also have had many individual and group achievements.

We are proud of the accomplishments of the students at Brunson Elementary School. We are grateful for the strong support from our parents. Our present course seems to indicate that we will only get better.

Buren Martin, Principal  
Susan Sutton, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	13	14	15
Percent satisfied with learning environment	100.0%	100.0%	92.9%
Percent satisfied with social and physical environment	92.3%	92.9%	92.3%
Percent satisfied with school-home relations	92.3%	85.7%	85.7%

\* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress	YES
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This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
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	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.4%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	77	100	9.7	50	31.9	8.3	59.7	36.9	48.2	Yes	Yes
<b>Gender</b>											
Male	38	100	8.1	48.6	35.1	8.1	70.3	30.8	41.7	N/A	N/A
Female	39	100	11.4	51.4	28.6	8.6	48.6	44.1	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	44	100	7.3	53.7	29.3	9.8	58.5	43.8	60	Yes	Yes
African American	33	100	12.9	45.2	35.5	6.5	61.3	30.6	31.7	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
<b>Disability Status</b>											
Disabled	11	100	27.3	63.6	9.1	0	27.3	5	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	61.5	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	49	100	11.4	59.1	22.7	6.8	47.7	28	34	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	77	100	9.7	37.5	30.6	22.2	63.9	34.6	45.8	Yes	Yes
<b>Gender</b>											
Male	38	100	5.4	32.4	40.5	21.6	73	34.7	45.6	N/A	N/A
Female	39	100	14.3	42.9	20	22.9	54.3	34.5	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	44	100	2.4	39	36.6	22	68.3	45.4	59	Yes	Yes
African American	33	100	19.4	35.5	22.6	22.6	58.1	24.6	26.9	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	11	100	45.5	18.2	36.4	0	36.4	8.4	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	92.3	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	49	100	13.6	45.5	29.5	11.4	56.8	25.7	31.4	Yes	Yes

\* Adj - Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	53	100	16	32	22	30	52	26.2	35.7	95.4	95.3
Gender											
Male	26	100	7.7	42.3	19.2	30.8	50	28.5	37.4	95.2	95
Female	27	100	25	20.8	25	29.2	54.2	23.4	33.8	95.7	95.7
Racial/Ethnic Group											
White	32	100	16.1	29	22.6	32.3	54.8	36.8	49.2	95.5	94.7
African American	21	100	15.8	36.8	21.1	26.3	47.4	17	17	95.2	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	91.1	97.3
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	N/A	95.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	97.2
Disability Status											
Disabled	8	I/S	I/S	I/S	I/S	I/S	I/S	4.9	14	91.4	93.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	N/A	96.9
Socio-Economic Status											
Subsided meals	32	100	13.8	41.4	24.1	20.7	44.8	17.8	21.1	94.8	94.9

Social Studies

All Students	50	100	6.5	50	34.8	8.7	43.5	21.4	34	95.4	95.3
Gender											
Male	24	100	4.3	43.5	34.8	17.4	52.2	23.5	36.6	95.2	95
Female	26	100	8.7	56.5	34.8	0	34.8	18.9	31.3	95.7	95.7
Racial/Ethnic Group											
White	29	100	3.8	42.3	46.2	7.7	53.8	28.9	44.5	95.5	94.7
African American	21	100	10	60	20	10	30	13.4	19.1	95.2	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	91.1	97.3
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.5	N/A	95.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	97.2
Disability Status											
Disabled	7	I/S	I/S	I/S	I/S	I/S	I/S	5.5	14.4	91.4	93.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	N/A	96.9
Socio-Economic Status											
Subsided meals	36	100	9.4	56.3	31.3	3.1	34.4	13.1	21	94.8	94.9

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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N/R–Not Reported

I/S–Insufficient Sample

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	20	100	5	30	55	10	65
	4	21	100	15.8	36.8	36.8	10.5	47.4
	5	18	100	5.9	52.9	35.3	5.9	41.2
	6	23	100	19	23.8	47.6	9.5	57.1
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	17	100	11.8	35.3	35.3	17.6	52.9
	4	24	100	4.5	54.5	40.9	0	40.9
	5	20	100	11.1	55.6	27.8	5.6	33.3
	6	16	100	13.3	53.3	20	13.3	33.3
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	20	100	0	50	35	15	50
	4	21	100	15.8	36.8	36.8	10.5	47.4
	5	18	100	17.6	64.7	11.8	5.9	17.6
	6	23	100	14.3	14.3	42.9	28.6	71.4
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	17	100	17.6	11.8	17.6	52.9	70.6
	4	24	100	4.5	45.5	36.4	13.6	50
	5	20	100	5.6	44.4	38.9	11.1	50
	6	16	100	13.3	46.7	26.7	13.3	40
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	11	100	20	20	50	10	60
	4	21	100	16.7	38.9	22.2	22.2	44.4
	5	10	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	12	100	30	20	20	30	50
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	8	I/S	I/S	I/S	I/S	I/S	I/S
	4	24	100	4.5	36.4	13.6	45.5	59.1
	5	11	100	10	30	40	20	60
	6	10	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	10	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	21	100	11.1	61.1	16.7	11.1	27.8
	5	10	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	12	100	0	60	30	10	40
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	10	I/S	I/S	I/S	I/S	I/S	I/S
	4	24	100	4.5	45.5	40.9	9.1	50
	5	10	I/S	I/S	I/S	I/S	I/S	I/S
	6	6	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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